



COOSA ELEMENTARY

45 Middle Road
Beaufort, SC 29907

Grades	PK-4 Elementary School	
Enrollment	497 Students	
Principal	Carmen Dillard	843-322-6100
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Good	Excellent
2009	Good	Average
2008	Good	Below Average
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

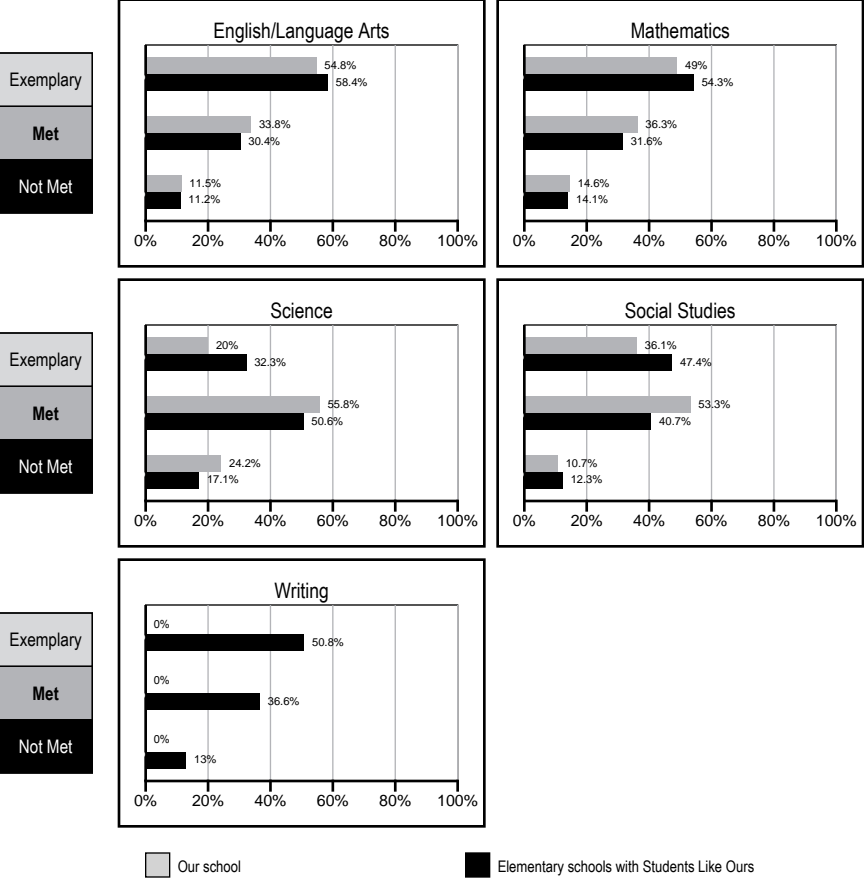
91.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	1	0	1	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=497)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.4%	0.7%	1.1%
Attendance rate	96.1%	Up from 96.0%	96.5%	96.2%
Served by gifted and talented program	20.3%	Up from 17.8%	25.1%	13.4%
With disabilities other than speech	1.1%	Down from 1.9%	2.8%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Up from 0.4%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Down from 70.0%	67.1%	62.5%
Continuing contract teachers	83.3%	Up from 77.5%	90.3%	88.2%
Teachers returning from previous year	82.1%	Down from 87.6%	89.3%	87.8%
Teacher attendance rate	95.7%	Up from 94.1%	95.6%	95.2%
Average teacher salary*	\$51,467	Up 0.2%	\$48,105	\$46,773
Professional development days/teacher	7.8 days	Down from 8.1 days	9.4 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.4 to 1	21.4 to 1	19.9 to 1
Prime instructional time	90.6%	Up from 88.5%	91.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,994	Up 8.6%	\$7,127	\$7,447
Percent of expenditures for instruction**	73.3%	Up from 70.8%	69.3%	68.4%
Percent of expenditures for teacher salaries**	71.5%	Up from 69.3%	68.0%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Coosa Elementary School had a very successful 2010-2011 school year. Once again, the school met AYP (Adequate Yearly Progress) under the federal "No Child Left Behind" legislation. We are extremely proud of our student achievement results on the 2010 PASS and 2010-2011 MAP results, and continue to seek and implement ways to build on past success to maintain academic excellence.

We celebrate the results of our 2010 School Report Card, which awarded Coosa an Absolute Rating of Good, and a Growth Rating of Excellent (an improvement from the 2008 rating of Below Average and the 2009 Rating of Average). Our goal is to carry on that forward momentum of improvement by use of instructional "Best Practices" that have proven positive results, while we examine areas where we still need to grow.

The success of Coosa Elementary can be attributed to the participation, involvement, and collaborative efforts of dedicated students, parents, faculty and staff, and a community that sees the value and need for a quality education. The Coosa Business Partners offer assistance anytime they are asked. The combined efforts of all these stakeholders provide a support system for our next generation.

This past year, we had Instructional Coaches in Literacy, Math, and Technology who supported teachers in further developing "best instructional practices" through professional learning opportunities and acquisition of resources. The number of National Board Certified teachers grew to eleven, nine of our teachers are now gifted endorsed, and six teachers are pursuing higher degrees. Throughout the school, each teacher is devoted to our mission of building "a safe, secure learning community that challenges students to become lifelong learners and productive citizens in our global society." We continue to hold high expectations of ourselves as educators, as well as our students. Student failure is unacceptable, and we work tirelessly to see that each and every student receives a rigorous and fulfilling education.

A very active School Improvement Council and Parent Teacher Organization, along with the faculty and staff, offer feedback in our ongoing self-evaluation and yearly update of the School Renewal Plan. The strategic goals of this plan are aligned with the school district goals and include increased student achievement, use of "best practices," actively engaging community and stakeholders, providing resources to support learning, ensuring a safe and healthy environment, and effective communication.

Coosa continues to keep the value of student learning our first priority and live by our motto of "Building Our Future....One Child at a Time."

Carmen Dillard, Principal
Audra Powell, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	87	83
Percent satisfied with learning environment	97.4%	88.2%	86.4%
Percent satisfied with social and physical environment	97.4%	90.6%	95.1%
Percent satisfied with school-home relations	97.4%	90.6%	80.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	169	100	11.5	33.8	54.8	94.9	83.3	82.4	Yes	Yes
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Gender

Male	76	100	17.4	36.2	46.4	92.8	80.1	78.7	N/A	N/A
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Female	93	100	6.8	31.8	61.4	96.6	86.5	86.2	N/A	N/A
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Racial/Ethnic Group

White	114	100	5.7	32.4	61.9	97.1	93.3	88.9	Yes	Yes
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African American	35	100	25	37.5	37.5	90.6	72.2	72.9	I/S	I/S
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
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Hispanic	14	100	21.4	42.9	35.7	85.7	78.4	79.3	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	83	I/S	I/S
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Disability Status

Disabled	14	100	46.2	15.4	38.5	69.2	44.1	48.1	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
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Socio-Economic Status

Subsidized meals	60	100	21.8	40	38.2	90.9	75.6	75.4	Yes	Yes
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Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	169	100	14.6	36.3	49	89.2	83.2	81.9	Yes	Yes
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Gender

Male	76	100	17.4	26.1	56.5	87	81.6	79.9	N/A	N/A
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Female	93	100	12.5	44.3	43.2	90.9	84.9	84.1	N/A	N/A
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Racial/Ethnic Group

White	114	100	9.5	30.5	60	94.3	93.2	88.9	Yes	Yes
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African American	35	100	28.1	50	21.9	75	70.6	71.4	I/S	I/S
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
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Hispanic	14	100	21.4	50	28.6	85.7	81.2	81.1	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.5	84.4	I/S	I/S
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Disability Status

Disabled	14	100	46.2	38.5	15.4	61.5	46.7	47.3	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80	81.4	I/S	I/S
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Socio-Economic Status

Subsidized meals	60	100	21.8	47.3	30.9	81.8	75.6	74.9	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	128	100	24.2	55.8	20	75.8	67.8	68.6
Gender								
Male	57	100	24.5	56.6	18.9	75.5	68.4	68.3
Female	71	100	23.9	55.2	20.9	76.1	67.3	68.9
Racial/Ethnic Group								
White	87	100	17.3	59.3	23.5	82.7	85.5	80.7
African American	24	100	54.5	40.9	4.5	45.5	49.5	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	11	100	18.2	63.6	18.2	81.8	56.9	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	53.8	60.7
Socio-Economic Status								
Subsidized meals	47	100	39.5	53.5	7	60.5	55.2	57.3

Social Studies

All Students	130	100	10.7	53.3	36.1	89.3	71.9	72.5
Gender								
Male	59	100	9.3	55.6	35.2	90.7	72	72
Female	71	100	11.8	51.5	36.8	88.2	71.8	73.1
Racial/Ethnic Group								
White	86	100	4.9	50.6	44.4	95.1	85	81
African American	28	100	32	52	16	68	57.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	11	100	9.1	81.8	9.1	90.9	65.7	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.7	73.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	37.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.4	69.7
Socio-Economic Status								
Subsidized meals	45	100	17.1	56.1	26.8	82.9	61.7	62.9

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	73.8	73.2	96.1	96.5
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	67.2	96.4	96.5
Female	N/A	N/AV	N/A	N/A	N/A	N/A	79.9	79.4	95.9	96.6
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.4	81.5	96.2	96.3
African American	N/A	N/AV	N/A	N/A	N/A	N/A	59.1	61.3	96.2	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.5	87	94.5	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65	66.7	95.6	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.3	95.6
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	23.5	26	95.4	96
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.1	65.7	94.6	96.7
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	62.7	63.2	96.1	96.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	98	100	11	23.1	65.9	89
	4	103	100	19.8	41.7	38.5	80.2
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	80	100	12.5	15.3	72.2	87.5
	4	89	100	10.6	49.4	40	89.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	98	100	28.6	41.8	29.7	71.4
	4	103	100	14.6	35.4	50	85.4
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	80	100	22.2	36.1	41.7	77.8
	4	89	100	8.2	36.5	55.3	91.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	48	100	31.8	38.6	29.5	68.2
	4	103	100	26	58.3	15.6	74
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	39	100	34.3	42.9	22.9	65.7
	4	89	100	20	61.2	18.8	80
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	50	100	21.3	55.3	23.4	78.7
	4	103	100	16.7	54.2	29.2	83.3
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	41	100	16.2	59.5	24.3	83.8
	4	89	100	8.2	50.6	41.2	91.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	97	100	22.8	37	40.2	77.2
	4	103	99	20.6	43.3	36.1	79.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
2012	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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